***Measuring the Mission***

**Self-Study Template**

School Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The form below is intended to assist schools in the identification of goals for the school improvement plan. The responses for each indicator as well as the summary for each strand will contribute to a clearer picture of where time and energy should be spent in the coming five-year cycle of improvement. The Measuring the Mission instrument is a self-study process. The form below becomes a summary of the school’s present status with a view of what it can become through careful, reflective school improvement planning.

**Strand 1. Leading with Purpose (Assurances)**

***Standard 1.1 Mission and Vision***

**Indicators for Standard 1.1**

**1.1.1 Established and Transformational:** The school has a written philosophy statement or statement of faith that is founded upon the Word of God and that clearly articulates the school’s beliefs regarding education.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.1.2 Communicated:** The statement of faith, philosophy statement, and mission statement are articulated frequently and in a variety of ways so that the entire school family and community capture the vision of education from a biblical perspective.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.1.3 Integration of mission into practice:** The board and staff write goals and strategies to guide the future improvement of the school. These goals and strategies are rooted in the statement of faith, philosophy statement, and the mission statement.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.1.4 Integration of mission into programs:** The program content offerings made available to students at all levels demonstrate a clear connection to the school’s mission and vision. Program outcomes are rooted in the statement of faith, philosophy statement, and mission statement.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.1.5 Educational goals:** The school has articulated written goals or outcomes for student learning as a separate document, as part of the curricula, or as part of its vision.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

***Standard 1.2 Governance***

**Indicators for Standard 1.2**

**1.2.1 By-Laws or constitution:** The bylaws or constitution mandate a designated governing body to hold the school in trust for both God and the community and to establish policies for the school. The bylaws prohibit conflicts of interest and mandate ethical standards of operation.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.2 Policies and job descriptions:** Written documents (policy and job descriptions) delineate the duties of both the governing body and the school’s chief administrator to ensure good organization and Christian community.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.3 Legal requirements:** The school meets all legal requirements for existence as a school including incorporation within the province or state, tax exempt status, and all other federal, provincial/state, or local regulations.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.4 Non-Discrimination:** The school has a non-discrimination policy stating that it does not discriminate on the basis of sex, race, color, or national or ethnic origin in employment practices, administrative policies, scholarship and loan programs, or other school-administered programs and activities. This policy is published regularly.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.5 Board member qualifications:** Policies or bylaws clearly describe the qualifications of those serving on the governing body, including a strong Christian faith commitment and a demonstrated walk with Jesus Christ.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.6 Written policies:** A handbook of policies is kept, reviewed, and updated regularly. These policies guide the governing body’s work and the school’s operation.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.2.7 Self-evaluation:** The governing body regularly evaluates how it functions and makes revisions to its policies and practices when necessary.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

***Standard 1.3 Fiscal Responsibilities***

**Indicators for Standard 3**

**1.3.1 Integration of mission into finances:** The priorities evident in the school’s annual budget reflect the school’s mission and goals.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.2 Balanced budget:** A balanced annual budget is prepared in consultation with the administration and staff, approved by the governing body, properly monitored by the chief administrator and his or her staff, and is part of a multi-year plan.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.3 Resource development** The governing body, in collaboration with the administration, is responsible for generating the funds and resources, or seeing to it that the funds and resources are generated, necessary to effectively operate a high quality Christian education program that honors the name of Jesus Christ.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.4 Policies and procedures** Financial record-keeping policies and procedures are clearly written and followed. These include:

• how and by whom funds are handled

• a check and balance system for members of the governing body and staff who handle funds

• the keeping of backup files

• the protection of confidentiality for tuition payers, donors, and financial aid recipients

• timely receipt-reporting to tuition payers and donors

• required reporting by law to the province or state and Revenue Canada or the Internal Revenue Service

• monthly financial statements generated for internal use, annual reporting to the appropriate constituencies, and all other reports mandated by the governing body

• an annual audit or review of the financial books by qualified accountants or auditors who are not members of the governing body or the school staff

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.5 Fund-Raising/record-keeping/audit:** All fundraising and resource development activities of the school are conducted in a legal, ethical, and professional manner. The financial books of these activities and groups are included in the annual review and periodic audit of the school’s financial activities.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.6 Tuition collection and tuition assistance:** An effective and fair tuition collection procedure is in place, including steps to be taken if families become delinquent in payment. The school also has a tuition assistance program in place to assist families who have difficulty paying tuition or who wish to provide a Christian education for their children but are financially unable to do so.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.3.7 Insurance:** The school maintains sufficient insurance or internal resources to protect itself against liability claims, work interruptions, and errors and omissions by staff, board members, and volunteers.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

***Standard 1.4 All Staff Members—Faculty and Support***

**Indicators for Standard 1.4**

**1.4.1 Staff Commitment to Christ:** Personal qualifications of staff members include evidence of a personal commitment of faith and a daily walk with Jesus Christ.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.4.2 Background check of new hires:** All incoming staff members are required to undergo a criminal history check, an unprofessional conduct check, health screenings as required by law, and all other legal procedures necessary for employment in a school in the province or state.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.4.3 Head administer qualifications:** The head administrator, charged with leading the school, is qualified to do so. Board policy clearly defines the qualifications of the head administrator including an understanding of Christ-centered education and a demonstrated commitment to a daily walk with Jesus Christ.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.4.4 Head administrator job description and evaluation:** The head administrator’s job description is realistic and clearly defined. The head administrator is regularly evaluated by the governing body, based upon goals developed from the job description, as well as personal and professional goals approved by the governing body that are aligned with the school’s mission and school improvement plan.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.4.5 Teacher qualifications:** All professional teachers meet the hiring requirements of the school board, including an understanding of Christ-centered education and a demonstrated commitment to a daily walk with Jesus Christ. Minimally, each teacher must possess a degree from an accredited college or university in the academic area in which he or she is hired to teach.

Generally teachers are certified by the state in which they are teaching, or they are in a program to attain this certification. Teachers may also be certified by another state or a Christian organization like ACSI.

Non-certified teachers submit an annual plan to the building administrator to show professional staff development of at least twenty clock hours during each school year. Approved activities may include, but are not limited to, Christian distinctives workshops or courses, academic coursework, seminars, conferences, mentoring, book study, professional learning community conversations, and on-line classes. These plans are updated annually and submitted by the accredited school with its Annual Accreditation Report to CSI.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.4.6 Induction/coaching/mentoring:** Each new staff member participates in an extensive induction program prior to beginning work. A mentor or coach with common or similar responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.

* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

***Standard 1.5 Student Health and Safety***

**Indicators for Standard 1.5**

**1.5.1 Student health compliance:** The school complies with all applicable provincial or state health codes including:

* health and immunization records
* communicable diseases
* proper inventory and storing of dangerous substances, chemicals, and cleaning supplies
* kitchen/dining area regulations and food services
* safety drills (for example: fire, tornado, hurricane, earthquake, hostage)
* student physicals for admissions or physical activities participation
* health screenings
* all physical facilities are in compliance with federal, provincial/state, and local regulations, including such things as health and safety codes, asbestos management, barrier-free access, fire extinguishers, and posted emergency procedures
* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence:**

**1.5.2 Student safety compliance:** Adequate safety procedures are in place including:

* sexual and physical abuse policies
* anti-bullying policies
* traffic control and crossing patrols
* playground supervision
* transportation
* in-school supervision
* first aid/CPR and blood borne pathogen training for staff
* pick-up and dismissal
* custodial and non-custodial parent guidelines
* crisis response procedures (addressing national and local emergencies)
* **Yes**
* **Unable to certify**

**Expanded narrative and/or evidence**

**Strand 1:**

**Summary of Self-Study and Potential Areas of Improvement**

Which indicators provide reasons for commendation? What blessings can we identify?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Which indicators provide reasons for concern or further action and review?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Are there patterns of concern?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Do we see potential areas for improvement that might become goals in our school improvement plan?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

**Strand 2. Teaching for Learning**

***Standard 2.1 Curriculum****:* Schools have a written, cohesive plan for instruction and the learning of all its students that serves as the basis for instruction.

**Indicators for Standard 2.1**

**2.1.1 Articulated:** The written curriculum is designed to ensure a continuum of content and skills within and across grade levels and content areas.

**Rating: 3**

**Expanded narrative and/or evidence**

We audit and discuss content in each grade level to ensure that each grade is teaching the organized content. We are selective and intentional in what content we cover for each grade-level in an effort to vertically align, but cannot align horizontally because we are a singleton in grade-level.Text-books are used as resources, not determiners of content.

* *[Curriculum scope and sequence](S:\\Curriculum\\Curriculum Chart\\Curriculum Map 1112 Updated.xls)*
* [*Student assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.1\Unit%201%20Essential%20Question%20paragraph%20directions%20and%20student%20example.doc)
* *Department philosophies*
* *Minutes from year-end audit (Monday Memo)*

**2.1.2 Biblical perspective:** A biblically informed curriculum points to God as the source of all truth, leads students toward biblical wisdom and a response to God’s call to discipleship, and nurtures all students toward Christ-like living.

**Rating: 3**

**Expanded narrative and/or evidence**

Efforts are made to make sure our essential questions reflect our mission statement. We are engaged in certain areas of level 4, but we do not have documented biblical perspective in each of our content-area units. We believe we have documentation to justify that we articulate a biblical perspective across the grade-levels.

* [*4th grade Bible student assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.2\4th%20grade%20Bible%20student%20assessment.tif)
* [*4th grade Bible summative assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.2\4th%20Grade%20Bible%20Summative%20Assessment.tif)
* [*8th Grade Bible assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.2\8th%20Bible%20devotional.tif)
* [*Department philosophy statements*](http://www.sheboyganchristian.com/philosophy.cfm)
* [*SCAN*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.2\scanwinter2012.pdf)

**2.1.3 Aligned to standards:** The local curriculum is aligned to national or state/provincial standards for student achievement, or to another set of recognized standards that are consistent with the school’s mission and educational goals.

**Rating: 1**

**Expanded narrative and/or evidence**

As a school, we have adopted the Common Core Standards, but we are just beginning the process of deconstructing these standards for implementation. We are further along in this process as our math curriculum is already aligned with the Common Core Standards.

**2.1.4 Curriculum review:** The school’s curriculum is reviewed and revised systematically and regularly. There is a structure and process for the involvement of all appropriate stakeholders to participate in the review.

**Rating: 3**

**Expanded narrative and/or evidence**

We believe we have adequate collaboration between all stakeholders including teachers, staff members, and parents, but we lack a systematic process for curriculum modification. We annually audit of curriculum’s scope and sequence.

* *Yearly audit meeting minutes*
* [*Curriculum map*](file:///S:\Curriculum\Curriculum%20Chart\Curriculum%20Map%201112%20Updated.xls)
* [*Literacy team minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.4\Early%20Literacy%20Team%20(PK-2nd)%20Dec.%2013%20minutes%20and%20targets.doc)

***Standard 2.2 Instruction****—*Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

**Indicators for Standard 2.2**

**2.2.1 Planning for learning**—**content appropriateness:** Classroom lesson content is aligned with the school’s written curriculum. Careful planning by the faculty ensures that the curriculum content integrates a biblical perspective and advances through the grade levels without gaps or unnecessary redundancies.

**Rating: 2**

**Expanded narrative and/or evidence**

We are beginning to use student data to address our curriculum gaps. We are working toward identifying and defining Biblical perspective in all of our content-area essential questions.

* [*Spelling inventory data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.1\Spelling%20data%20-to%20determine%20placement.doc)
* [*Literacy progress monitoring data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Aimsweb%20Progress%20Monitoring%20Data.pdf)
* [*4th grade Science assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.1\4th%20Grade%20Science%20Lab%20Reflection.doc)
* [*4th grade Social Studies learning targets*](file:///\\scsserver\homes\staff\joenav\My%20Documents\Social%20Studies\Our%20Country%20and%20Regions\Unit%201%20Our%20National%20Story\Unit%201.2\Learning%20Targets.doc)
* [*Curriculum map*](file:///S:\Curriculum\Curriculum%20Chart\Curriculum%20Map%201112%20Updated.xls)

**2.2.2 Planning for learning—learner appropriate/differentiation:** Instructional planning focuses on individual student success by considering faith development, learning styles, aptitudes, cultural differences, and interests.

**Rating:4**

**Expanded narrative and/or evidence**

Our literacy program is set up to differentiate our instruction for each student, aiming to reach students where they are as learners. Our math curriculum is cyclical in its’ content coverage. Both self-contained classrooms and our middle school are using intervention periods.

* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)
* [*Literacy progress monitoring data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Aimsweb%20Progress%20Monitoring%20Data.pdf)
* [*Spelling program*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Words%20Their%20Way%20Spelling%20Curriculum.tif)
* [*Middle school chapel*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Middle%20School%20Fridays.doc)
* [*Elementary chapel*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Elementary%20Chapel.doc)
* *[b1 program](S:\\Accreditation\\Strand Evidence\\Strand 2\\Standard 2.2\\Indicator 2.2.2\\b1 SCAN.doc)*
* [*Middle school schedule*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Full%20schedule%20with%20Intervention.xls)

**2.2.3 Educational support services:** Educational support services are in place to meet the learning, social, and emotional needs of all students who are enrolled in the school.

**Rating: 2**

**Expanded narrative and/or evidence**

Both self-contained classrooms and our middle school are using intervention periods to address data-determined learning needs. Our literacy program allows us the time to individually work with academic needs in each classroom. Support aides are used as a resource for students with learning needs. We are lacking in diagnostic testing of emotional needs.

* [*Algebra in Math curriculum*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.3\Math%20Curriculum%20changed%20to%20include%20Algebra.doc)
* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)
* [*Spelling program*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Words%20Their%20Way%20Spelling%20Curriculum.tif)
* [*Spelling inventory data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.1\Spelling%20data%20-to%20determine%20placement.doc)
* [*Literacy progress monitoring data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Aimsweb%20Progress%20Monitoring%20Data.pdf)
* [*Support staff schedule*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.3\Support%20Staff%20Schedule.xls)
* [*Middle school schedule*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Full%20schedule%20with%20Intervention.xls)

**2.2.4 Planning for learning**—**reflection and refinement:** Teachers work individually and collaboratively to gather and analyze information to continually modify and improve their instruction.

**Rating: 4**

**Expanded narrative and/or evidence**

Over the past 2 years, our staff has worked to create time within our daily schedules for teachers to meet around student learning concerns. Our evidence is heavily focused around our literacy instruction and interventions in reading.

* [*Literacy team meeting video*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.3\Literacy%20Team%20Meeting.AVI) *2-8*
* [*Middle school meeting minutes)*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.4\Middle%20School%20Faculty%20Meeting%2011-29-12.doc)
* [*Peer mentor meeting minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.4\Peer%20Mentor%20Minutes%2011-27-12.doc)
* [*Teacher professional development*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.4\Basic%20Active%20Learning%20Strategies2.doc)
* [*Literacy team agenda PreK-2*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.4\Early%20literacy%20team%20agenda.doc)

**2.2.5 Delivery of curriculum**—**best practices:** The faculty is aware that some instructional approaches and methods have demonstrated effectiveness based upon current learning research; these are called best practices. Teachers use these best practices to design learning experiences and inform their own professional development.

**Rating: 2**

**Expanded narrative and/or evidence**

We have identified methods and assessments in the best practice category, and a number of our units/lessons are designed around best practices. But we have yet to systematically study as a staff in this area. We have done some professional development in best practices and assessment strategies within the last year.

* [*8th grade Bible lesson plan*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.5\8th%20Bible%20Intro%20time%20line.doc)
* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)
* [*Literacy team meeting minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.4\Literacy%20Team%20(2nd-8th)%20Dec.%205%20Minutes.doc)
* [*Staff book study*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.5\Staff%20Summer%20Reading.pdf)
* [*Staff professional development*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\PLC%20Conference%20and%20Outcomes.doc)

**2.2.6 Delivery of curriculum**—**student engagement:** Teachers design lessons and assessments that engage their students and promote active learning in the context of the school’s mission and educational goals. High-level thinking skills are employed across all curricular areas. Cross-curricular integrated units enable students to view God’s world holistically and apply their growing knowledge in multiple ways.

**Rating: 3**

**Expanded narrative and/or evidence**

We feel that from K-8th grade, we are promoting active learning through a variety of strategies and assessments that will engage each student as a learner, putting them into critical thinking situations whenever possible. Various cross-curricular and cross-grade level learning opportunities are an important part of our curriculum.

* *5k class integrating a world-culture project K-8.*
* [*Middle school cross-curricular instruction*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.6\Cross-Curricular%20content.doc)
* [*Middle school exploratory schedule*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.6\exploratory%20Classes%20FALL%202012.doc)
* [*4th grade entrepreneur project*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.6\Project%20Entrepreneur-%20Parent%20Letter.doc)
* [*8th grade Bible parable project*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.6\parable%20drawing.doc)
* [*8th grade book report*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.6\8th%20book%20report.tif)
* [*8th grade “Bible topics”*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\FRIDAY%20DISCUSSION%20GOALS%20AND%20OBJECTIVES.doc)

***Standard 2.3 Assessment***: The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school’s educational goals and purpose.

**Indicators for Standard 2.3**

**2.3.1 Aligned to curriculum and instruction:** Assessments are aligned to the curriculum and match the targeted student outcome (examples: knowledge, reasoning, skill, product, or disposition).

**Rating: 1**

**Expanded narrative and/or evidence**

In most cases, our assessments align with our current curriculum, but we have not yet aligned our curriculum to a set of standards. We have a future goal of aligning our curriculum and assessments with the common core standards.

**2.3.2 Valid, reliable, and bias free:** The school assures that assessments are valid (measure what they are supposed to measure), reliable (yield the same results from repeated trials), and free of bias.

**Rating: 1**

**Expanded narrative and/or evidence**

We have not trained as a school in the different forms of assessment, but we are aware of and are using both formative and summative assessments. We plan to do some formal professional development in the near future.

**2.3.3 Multiple measures:** The school uses a variety of formative and summative assessments including standardized tests, benchmark assessments, culminating assessments, and common assessments.

**Rating: 3**

**Expanded narrative and/or evidence**

We use a variety of assessments in our classrooms, including formative and summative, as well as benchmark testing in reading and math. Because we only have one class for each grade, we do not create common assessments, but we would like to look at using some form of common assessments between grade levels in the future.

* [*8th grade book report*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\8th%20book%20report.tif)
* [*8th grade “Bible topics”*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\FRIDAY%20DISCUSSION%20GOALS%20AND%20OBJECTIVES.doc)
* *Math curriculum*
* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)
* [*Staff professional development*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\PLC%20Conference%20and%20Outcomes.doc)
* [*Staff book study*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.5\Staff%20Summer%20Reading.pdf)
* [*3rd grade writing assessment*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\Animal%20Report%20Writing%20Organization%20Assessment.doc)
* [*4th grade unit 1 Bible project*](file:///\\scsserver\homes\staff\joenav\My%20Documents\Bible\Unit%201\Presentation%20Rubric.doc)
* [*8th grade History/Literacy curriculum*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\Reading%20workshop.doc)
* [*3rd grade Social Studies report*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\Social%20Studies%20Unit%201%20Review%20project%20guide%2012,13.docm)

**2.3.4 Informs instruction:** Teachers systematically modify their instruction and the school’s curriculum based on review of the assessment data.

**Rating: 2**

**Expanded narrative and/or evidence**

In reading, spelling, and writing instruction, we meet regularly to discuss instructional methods and to discuss students that are being monitored for progress in reading. We do not yet use a specific method for modifying curriculum instruction and assessments in other areas such as Social Studies, Science, and Bible.

* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)
* *K-2 Literacy team minutes*
* *2-8 Literacy team minutes*

**2.3.5 Sharing results:** Assessment results are reported to and used collaboratively by teachers, administrators, and parents to revise instruction, provide interventions, improve achievement, and encourage the formation of children’s and young people’s faith.

**Rating: 2**

**Expanded narrative and/or evidence**

We use an on-line grading system to communicate academic and social progress with parents. We also conduct parent/teacher conferences after the first quarter to discuss goals and progress of their children, including successes and concerns. Our literacy instruction is based widely upon the data we receive from fluency monitoring and observations during reading workshop meetings. We have rated ourselves at just a 2 because we aren’t quite sure how to use “standardized assessments” to report faith development without being subjective. We would like suggestions on how to grow in this area.

* [*Quarterly reports*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.5\Quarterly%20Reports.tif)
* [*Parent/Teacher conference schedule*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.5\Parent-Teacher%20Conferences%20-%20Fall.xls)
* [*Parent/Teacher conference template*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.5\Parent-Teacher%20Conference%20Notes%20(Template,%20example,%20plan).doc)
* *newsletters (june’s emailed by Jen)*
* [*Literacy team minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.5\Early%20Literacy%20Team%20Sept.%2013%20%20minutes.doc)
* [*Reading workshop framework*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Spring%20inservice%202012%20Reading%20workshop%20presentation%20notes.doc)

**Strand 2:**

**Summary of Self-Study and Potential Areas of Improvement**

Which indicators provide reasons for commendation? What blessings can we identify?

|  |  |
| --- | --- |
| a. | 2.2.2 (differentiation) |
| b. |  |

Which indicators provide reasons for concern or further action and review?

|  |  |
| --- | --- |
| a. | 2.3.1 (Aligning to common core standards) |
| b. | 2.3.1 (training in formative and summative assessments) |

Are there patterns of concern?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Do we see potential areas for improvement that might become goals in our school improvement plan?

|  |  |
| --- | --- |
| a. | Professional development in different assessment forms |
| b. |  |

**Strand 3. Leading for Learning**

***Standard 3.1 Instructional Leadership:*** School leaders create and sustain a climate for all students to learn and develop their faith.

**Indicators for Standard 3.1**

**3.1.1 Knowledge of curriculum, instruction, assessment, and faith development:** The school’s leaders have expertise in curriculum, instruction, assessment, and faith development and are able to model these in the classroom. They have opportunities to share their expertise in these areas with the school community and beyond.

**Rating: 4**

**Expanded narrative and/or evidence**

As a school, our staff feels comfortable consulting the leadership in all areas of curriculum, instruction, assessment, and faith development. A system is set up to ensure all issues are addressed. Curricular leadership is taken on by all teachers when appropriate.

* [*“Bible topics” cover letter*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\FRIDAY%20DISCUSSION%20GOALS%20AND%20OBJECTIVES.doc)
* [*Spring institute program*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\D4%20Spring%20In-Service%202012%20Program.doc)
* [*Staff professional development*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\PLC%20Conference%20and%20Outcomes.doc)
* *Leadership team minutes*
* [*Literacy team minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.4\Literacy%20team%20agenda.doc)
* [*8th grade Science report*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.1\8th%20science%20energy%20project.tif)

**3.1.2 Focus on student results:** School leaders base school improvement decisions on data.

**Rating: 3**

**Expanded narrative and/or evidence**

Decisions are made during team meetings based on data. We use literacy data to drive instructional decisions. We have also made a concerted effort to emphasize chart and graph analysis based on information our Science teacher we received about the EXPLORE and ACT.

* *Explore modifications: Steve and Reid*
* [*Literacy progress monitoring data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Aimsweb%20Progress%20Monitoring%20Data.pdf)
* [*Literacy Team minutes*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.1\Indicator%202.1.4\Literacy%20Team%20(2nd-8th)%20Dec.%205%20Minutes.doc)
* *Climate statement (b1 evidence) or Association meeting minutes on b1*

**3.1.3 Integration and use of technology:** All staff members use technology for communication, instruction, and information management. They guide their students in the effective, ethical, and discerning use of technology based on the school’s mission and educational goals.

**Rating: 3**

**Expanded narrative and/or evidence**

Through various classroom projects and assessments, students are guided in Biblical, appropriate use of technology. Most teachers create and use lessons on the SMARTboard every day, often accessing internet resources for and during their lessons. We use renweb, our online communication system, to report student progress and various classroom information.

* [*Literacy progress monitoring data*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.2\Indicator%202.2.2\Aimsweb%20Progress%20Monitoring%20Data.pdf)
* *Steve: Natural Resources*
* [*4th grade Bible project*](file:///S:\Accreditation\Strand%20Evidence\Strand%202\Standard%202.3\Indicator%202.3.3\4th%20grade%20Bible%20Unit%201%20Summative%20Assessment.doc)
* *Renweb*
* [*4th grade classroom website*](http://scsfourthgrade.wikispaces.com/)
* [*Pre-K classroom website*](http://scs3k-4k.wikispaces.com/)
* [*Reid- online class*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.3\7LA%20Online%20Class.pdf)
* [*5th grade SMARTboard presentation rubric*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.3\SmartBoard%20Rubric%20-%205th%20Grade.doc)
* [*3rd grade review activity*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.1\3.1.3\SMART%20Notebook.pdf)

**3.1.4 Planned results:** The school improvement plan reflects the school’s commitment to continuous improvement. It contains measurable educational performance goals that reflect the vision and the mission of the school.

**Rating: 2**

**Expanded narrative and/or evidence**

We continually discuss and develop plans/strategies to address learning and social needs, but we do not have a clear process for evaluating a written plan. We know we need to put together a plan with a timeline for implementing and accomplishing curricular/instructional changes.

* *Board-level strategic plan*

**3.1.5 Accountability and evaluation:** School leaders collaborate in a planned manner with teachers to define and evaluate classroom effectiveness and individual professional goals that are rooted in the school’s improvement plan and lead toward improved instruction and student faith development.

**Rating:**

**Expanded narrative and/or evidence**

**3.1.6 Collaboration** School leaders promote and facilitate dialogue and collaboration that are aligned with the school’s mission, refine the goals for student learning, and support a culture of continuous improvement.

**Rating:**

**Expanded narrative and/or evidence**

***Standard 3.2 Teacher as Leader***: Teachers as well as administrators have responsibilities for leadership in the classroom and in the school.

**Indicators for Standard 3.2**

**3.2.1 Sufficient instructional staff:** Leaders recruit and retain sufficient qualified faculty (see indicator 1.4.5.) and staff to provide students with a high quality Christian education. Faculty and staff are recruited and hired to enhance the capacity of the school to achieve its mission and goals.

**Rating:**

**Expanded narrative and/or evidence**

**3.2.2 Content knowledge:** Teachers are competent to teach in their content area and/or grade level and maintain their knowledge and skills through participation in frequent professional development opportunities. They are asked by those in the school and beyond to share what they have learned and their expertise. They understand how to unfold God’s truth in their content area and help students connect their head, heart, and hands in engaging ways.

**Rating:**

**Expanded narrative and/or evidence**

* [*Student Reflection*](file:///S:\Accreditation\Strand%20Evidence\Strand%203\3.2\3.2.2\4th%20Grade%20Student%20Reflections.tif)
* 8th grade Bible test- Sermon on the Mount
* 8th *Civics Assessment*

**3.2.3 Personal faith expression:** Teachers model their faith to their students with passion and authenticity, encouraging the faith development of their students. They seek to deepen their own faith. Administrators encourage personal faith expressions by the teachers.

**Rating:**

**Expanded narrative and/or evidence**

* **8th Civics Formative Assessment**

**3.2.4 Communication:** Accurate, regular, and direct communication between administration, staff, students, and parents is a high priority.

**Rating:**

**Expanded narrative and/or evidence**

***Standard 3.3 Learning for Leading***—Teachers and administrators make professional development a priority in order to positively impact student achievement.

**Indicators for Standard 3.3**

**3.3.1 Applies curriculum content:** Curriculum content is a priority of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

**Rating:**

**Expanded narrative and/or evidence**

**3.3.2 Results-Driven:** Professional development initiatives are evaluated based on implementation of the curriculum, changes in instruction, and impact on student achievement and faith development. Professional development is strategically aligned with the school’s improvement plan, mission, and vision.

**Rating:**

**Expanded narrative and/or evidence**

**Strand 3:**

**Summary of Self-Study and Potential Areas of Improvement**

Which indicators provide reasons for commendation? What blessings can we identify?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Which indicators provide reasons for concern or further action and review?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Are there patterns of concern?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Do we see potential areas for improvement that might become goals in our school improvement plan?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

**Strand 4. Learni**n**g in Community**

***Standard 4.1 Nurturing and Caring for Students***: Understanding that every child and young person is a unique image bearer of God, the Christian school personalizes the nurture and care it provides for students.

**Indicators for Standard 4.1**

**4.1.1 School and classroom behavioral management:** A school-wide behavior management plan is derived from biblical principles, balancing truth and grace. It respects each student as an image bearer of God and seeks to be restorative.

**Rating:**

**Expanded narrative and/or evidence**

**4.1.2 Academic and spiritual advocacy:** Recognizing that each student benefits from a caring adult Christian role model and an academic advocate, the school has a formal program established in which each student is well-known by at least one adult who supports the student academically and spiritually.

**Rating:**

**Expanded narrative and/or evidence**

**4.1.3 Counseling and guidance resources for students:** The school provides counseling and guidance services for students and families in the areas of emotional needs, academic planning, and career decision-making.

**Rating:**

**Expanded narrative and/or evidence**

***Standard 4.2 Practicing Christian Community***: Teachers and students demonstrate Christian community, living out their faith together through worship and service in the classroom and beyond.

**Indicators for Standard 4.2**

**4.2.1 Classroom community is structured on biblical ideals:** All members of the classroom community are respected and each member has the opportunity to contribute. Strengths are used for the benefit of the community; differences are celebrated, never exploited. Gifts and fruits of the Spirit are recognized and encouraged.

**Rating:**

**Expanded narrative and/or evidence**

**4.2.2 Climate/culture:** The desire to have a relationship with God permeates every aspect of the school. Both the people and environment exhibit Christ-like characteristics. The climate and culture reflect the mission, vision, and shared beliefs of the school community.

**Rating:**

**Expanded narrative and/or evidence**

**4.2.3 Worship experiences:** The school community lives out its faith together through worship and service. Students and teachers have corporate and small group opportunities for worship—wondering at God’s majesty, seeking his face, and growing in discipleship.

**Rating:**

**Expanded narrative and/or evidence**

**4.2.4 Service opportunities:** Students understand the needs of the larger community and world and are motivated by Christ’s example to meet those needs by creating and implementing plans.

**Rating:**

**Expanded narrative and/or evidence**

***Standard 4.3 Christ-honoring Community***: The school is intentional about its operations and stakeholders view the school as a model of a Christ-honoring community.

**Indicators for Standard 4.3**

**4.3.1 Board-administration relationship:** The governing body and administration clearly understand each other’s roles in maintaining and nurturing a great school that honors Christ’s Spirit within the community and provides students with an excellent Christian education.

**Rating:**

**Expanded narrative and/or evidence**

**4.3.2 Visionary strategic plan:** As part of its strategic plan creation (see 1.2.7), the governing body provides a vision and visionary leadership for the school.

**Rating:**

**Expanded narrative and/or evidence**

**4.3.3 Facilities:** The school can effectively implement its mission, curriculum, and academic program using the current physical facilities. The facilities are considered an asset to both the internal and external community.

**Rating:**

**Expanded narrative and/or evidence**

***Standard 4.4 Interaction with Community***: The school’s interactions and relationships with its stakeholders and community are intentional and well implemented.

**Indicators for Standard 4.4**

**4.4.1 Multiple methods** **of communication with families:** The school believes that effective Christian education depends on vibrant partnerships with parents and families. To enhance these partnerships, the school relies on a variety of interactive, on-going, and meaningful communication methods and strategies.

**Rating:**

**Expanded narrative and/or evidence**

**4.4.2 Intentional:** The school has intentional, formal channels to listen to and communicate with all stakeholders. The school solicits the opinions of parents, employees, and other stakeholders.

**Rating:**

**Expanded narrative and/or evidence**

**4.4.3 Volunteer involvement:** A volunteer coordination program is in place. This includes appropriate procedures for recruiting, screening, orienting, and training volunteers.

**Rating:**

**Expanded narrative and/or evidence**

**4.4.4 Broader community:** The school has effective communications and relationships with the broader community: area churches, alumni, neighbors, community organizations, and others with legitimate interests in the mission of the school.

**Rating:**

**Expanded narrative and/or evidence**

**Strand 4:**

**Summary of Self-Study and Potential Areas of Improvement**

Which indicators provide reasons for commendation? What blessings can we identify?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Which indicators provide reasons for concern or further action and review?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Are there patterns of concern?

|  |  |
| --- | --- |
| a. |  |
| b. |  |

Do we see potential areas for improvement that might become goals in our school improvement plan?

|  |  |
| --- | --- |
| a. |  |
| b. |  |